



TEACHING

FROM LECTURE TO RADIO

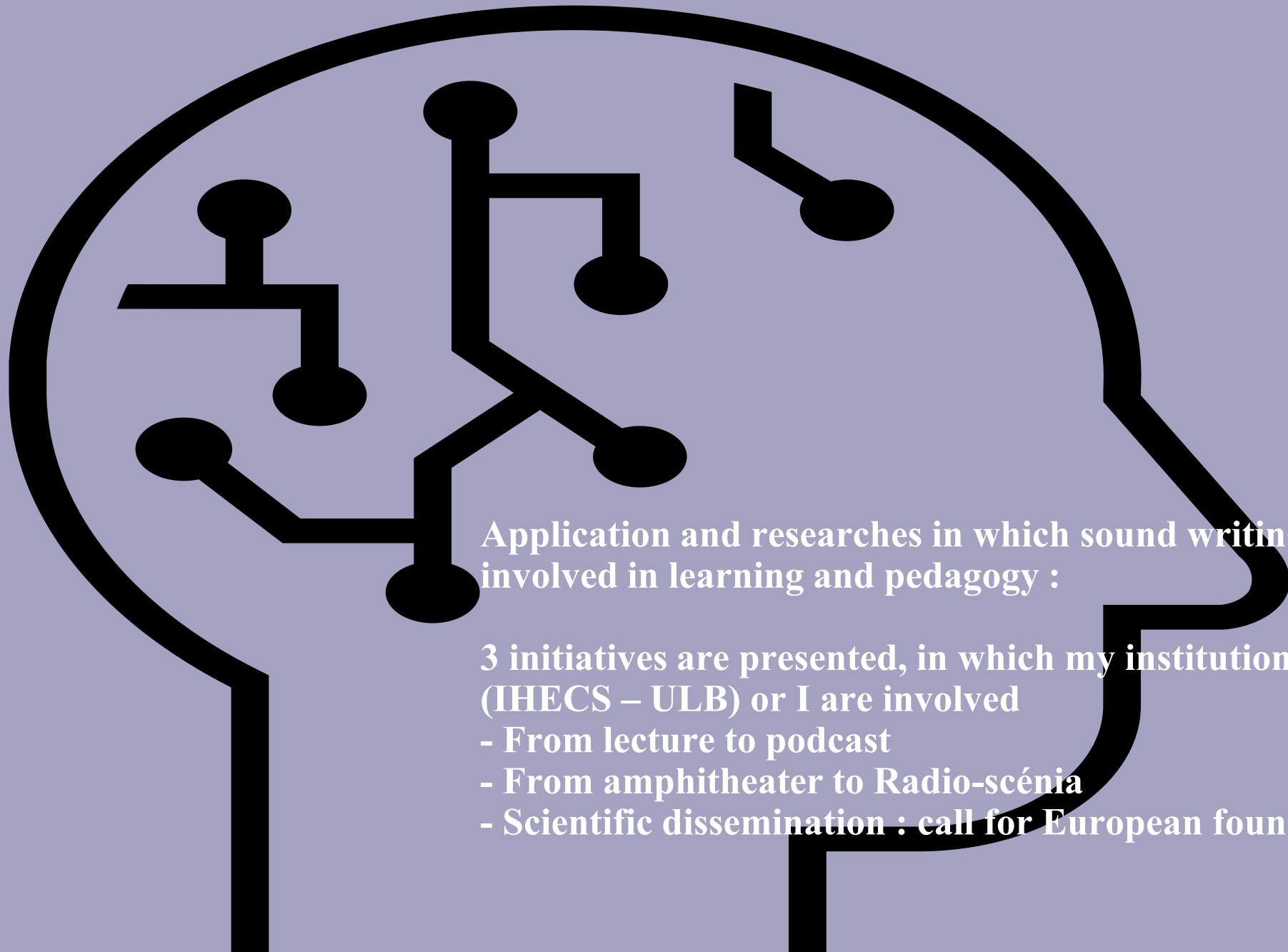
FROM AMPHITHEATER TO RADIO-SCENIA :

UTOPIA-LABORATORY

How Can the Language, the Uses  
and the technical devices of Radio/Podcasts

Contribute to Pedagogical Practice ?





Application and researches in which sound writing is involved in learning and pedagogy :

3 initiatives are presented, in which my institutions (IHECS – ULB) or I are involved

- From lecture to podcast
- From amphitheater to Radio-scénia
- Scientific dissemination : call for European funds

**Acoustic Turn** from the last 30 years  
A history of the senses and of listening

**Sound Studies** by Jonathan Sterne in  
*The Sound Studies Reader* (Routledge, 2012)

At the crossroads of the sonic and the social. Its ambition is not so much to make sound a novel object of research as to provide a fresh perspective on the major historical, philosophical and political questions.

Sound in several fields : Human Sciences, anthropology, psychology and cognitive sciences, architecture, applied arts...

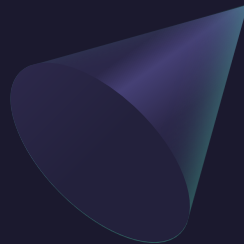
**Why not in pedagogy et education ?**

# Intersection & Intermediality

- Artist :  
Sound – Radio producer –  
Theater - musician
- Doctoral researcher : Field of  
Applied art and Media
- Everyday teacher :  
Radio – podcast – Dramaturgy

Back-and-forth exchanges

My daily Laboratory





# Intersection

IHECS (Faculty of Applied  
Communication) : 2 courses

- An Introduction to the Senses of  
Sound through Philosophy  
**Amphitheater** : 1000 students  
(present / absent / streaming /  
unseen)





# Covid context



# Metaphysical experience : From lecture to podcast

Transpose a syllabus into a sound form

Philosophy : Sound and Sense ! Relationship the content, the form of the course and its pedagogical supports

## RADIO LANGUAGE

- **Words**, speech: Sense
- **Sounds** : echoes of events, actions.
- **Music**: pure aesthetic experience.  
Emotional



# Data





## How to include students in the Process of sound writing ?

### Pedagogical staging

- *A phenomenological analysis of the links between theater and teaching has allowed us to hypothesize that adherence is also implemented in educational situations and impacts learning. It is generally accepted that teachers, consciously or unconsciously, attempt to construct a representation of reality to foster student learning. The means employed therefore involve a "pedagogical staging." (Safouane M Hamdi)*
- *Ad caedes hominum prisca amphitheatra patebant, ut discant longum vivere nostra patent.*

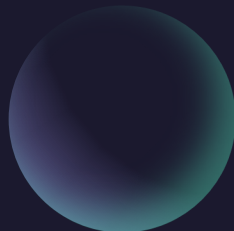


## 2. Intermediality :

### Transpose part of the course in a radiophonic/podcast form

Intermediality between theater and teaching.

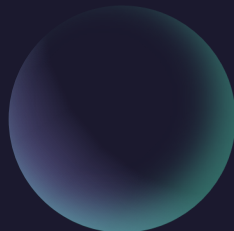
My theater is that of radio : Language, Uses and Technical devices



## 2. Intermediality :

Transpose part of the course in a radiophonic/podcast form

- *Sound produces sensations even before it produces meaning. And it is through sensation that meaning must arrive. Daniel Deshays*

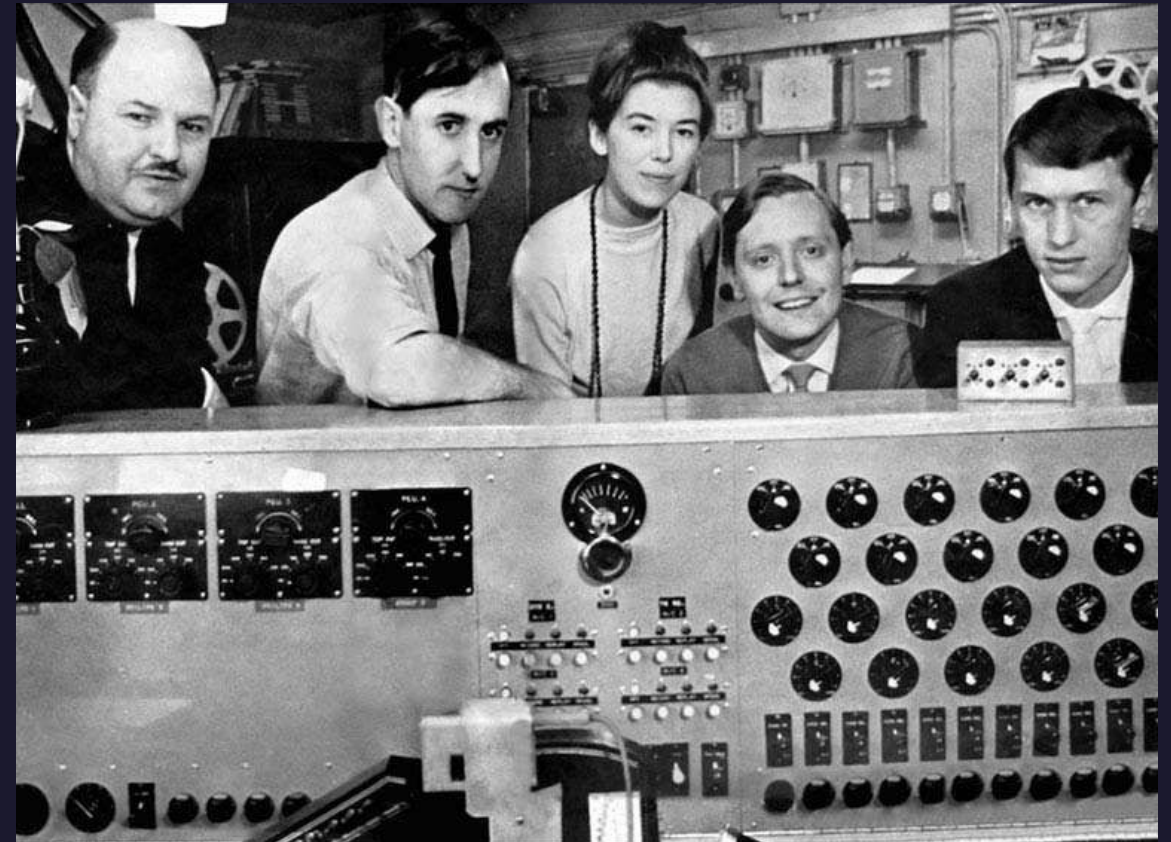




## 2. Intermediality : radio language

Radio pioneers from the 1930s (Deharme, Arnheim, Schaeffer, Fuzelier, Farabet...):

- Intimacy (reduce distance)
- Short sentences, present tense, and repetitions
- Variation of narrative modes
- Editing (recompose reality)
- Mixing (new harmonic colors)



## 2. Intermediality : Radio-scenia

Why not invite children in the theater for

A radio-theatrical laboratory ?

Emphasize a theater of sound as a medium for  
imagination and thought.

With :

- a story, a tale,
- a discussion after the performance (reflection  
on the power of sound)





## 2. Intermediality : Radio-scenia

Other Raido-scenic contexts, explorations

- with students in arts and media
- with adults
- with artists



## 2. Intermediality : Radio-scenia

A stage to tell stories with sound to an audience (here for disabled people)







## 2. Intermediality : Radio-scenia

A stage to encourage young people to think, interact and communicate using sound tools and technology.

### 3. Back to amphitheater

#### Observation:

*Teachers who lecture in amphitheaters have noticed for several years the **difficulty** in **capturing students' attention**. Some mention a generational conflict, others the declining level of new high school graduates, and still others the impossible polychrony caused by the use of digital technology tools. These observations have led many higher education stakeholders to call for the **evolution of pedagogical scenarios at the university** (Langevin and Bruneau, 2000).*





# . Back to amphitheater

How transpose those tools  
pedagogical staging ?

“Philosophy through podcast”

Free listening and individual listening experience.

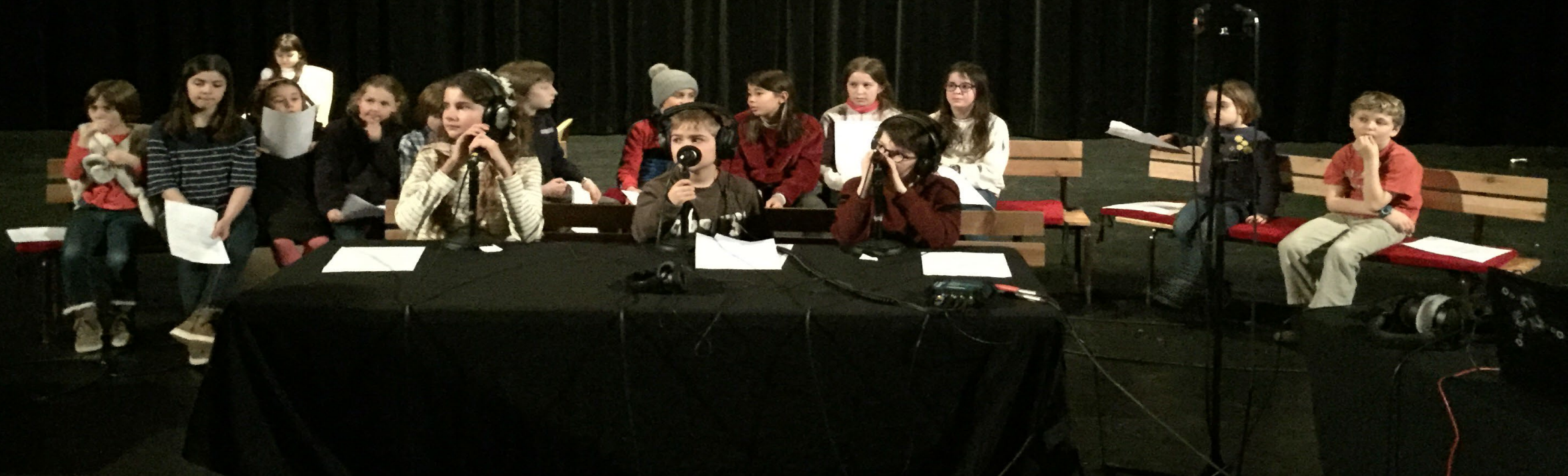
Encourage a collective engagement through the sensory  
dimension of sound.





# Limits, perspectives

- For any type of content, any course ?
- Peer and youth contribution to create programs



# 3. Back to amphitheater

How transpose those tools  
in pedagogical stagings ?

- In the amphitheater :
- - radio-scenia tools : adaptability  
(live course program)
- - Choir of voices from others
- - interactivity and musicality in the lecture

